Step by Step Scoring Procedures for PAAGE 2007-2008

Getting Ready

Before you start to score you will need:
   a) Your scorer ID number
   b) A copy of the PAAGE Scoring Rubric for 2007-2008 & the 3 Task Challenge Values Tables (one for each of the grade clusters)
   c) The AGEs for each of the 3 content areas (Communication, Problem Solving, and Inquiry)

Step 1 - Confirming ID Information

   i. Take out the first portfolio envelope in your box.
   ii. Write your scorer ID on the front top corner of the envelope on the label provided.
   iii. Familiarize yourself with the portfolio materials.
   iv. Locate the pre-coded scoresheet in the envelope and confirm the accuracy of the pre-slugged name and portfolio ID number with the label on the envelope. If the information is not accurate, see an Institute leader so a new scoresheet can be printed.
   v. If the information matches, write and bubble in your 2 digit scorer ID code (last 2 digits on your scorer nametag) in the appropriate box at the top center of the scoresheet.
   vi. Take the time to read through the narrative letter and the most current present levels of performance in the IEP. Note the date and how it might impact the student's performance, particularly with respect to level of support, maintenance, and generalization. This information will set up your expectations of the student and can provide important supporting information for scoring.

Step 2 - Confirming Learning Outcome Information

Note: Please, please, please check ALL of the outcomes for accuracy <u>before</u> you begin scoring!

Locate the Content Area section of the scoresheet. Communication (Reading) is listed first. Locate the Reference/Evaluation Procedures (REP) forms in the portfolio. Identify the learning outcome selected for each of the Content Areas assessed. *Only* the outcomes specified on the pre-coded scoresheet will be scored. Outcomes cannot be customized or written in. When the content area has not been assessed, the related scoresheet column will indicate *"learning outcome not selected"*. The scoresheet must match the selected outcomes on the REP forms. When scorers conclude that the scoresheet is inaccurate for *any* of the Content Areas, take the scoresheet to one of the Institute Leaders. A corrected scoresheet must be printed before the portfolio can be scored.

Note: *The next several steps will need to be completed for each of the three content areas.*

Step 3 - Scoring the Individual Program Elements

Note: *The next several steps will require you to use the student portfolio, the content area AGEs, the appropriate Task Challenge Values Table, the 2007-2008 PAAGE Scoring Rubric and the scoresheet to proceed through each of the 5 scoring elements for the selected outcome in each of the 3 Content Areas.*

i) *Task Challenge (TC)*:

Definition: *The extent to which student instructional goals describe opportunities to learn that represent the highest level of appropriate academic and cultural complexity*

Because the IEP is intended to establish the high priority learning goals for students with disabilities, the first step in Task Challenge is to validate the connection between the assessment learning task and the IEP. Using the first section (REFERENCE) of the REP form, confirm that the content area is the correct one. Using the IEP information in this section (IEP #, objective #, page #), locate the related goal and/or objective in the IEP that is being assessed. It is not necessary to reproduce the exact language of the learning outcome; however, there must be a *clear relationship* between the IEP goal/objective and the designated learning outcome. If there is no apparent link between the IEP goal/objective and the selected learning outcome, or if the goal cannot be located in the IEP, there is no basis for Task Challenge. This element will be indicated as No Evidence on the Task Challenge Values Table and the Scoring Rubric. Bubble in zero for the first element on the scoring rubric for this learning outcome and go on to the next scoring element.

For content learning outcomes that are clearly linked to the IEP, use the PAAGE Scoring Rubric and the Task Challenge Values Table (TCVT) to score the outcome for level of Task Challenge (TC). For students currently enrolled in grades K-5, use the *Primary* TCVT; for students in grades 6-8, use the *Intermediate* TCVT; and for students in grades 9-12, use the *Secondary* TCVT. Task Challenge is a function of the academic complexity of the learning opportunities and the school culture (age appropriate materials, social /instructional diversity, personal accountability) in which instruction occurs. The closer the match in academic content, materials, settings and context is to learning opportunities of grade level peers, the higher the value for this scoring element. These values will vary from grade cluster to grade cluster so it is important to use the correct table.

The vertical axis (Academic Complexity) describes the field of the valid academic standards* from the Framework's Vital Results (Communication, Reasoning and Problem-solving, Personal Development, Civic/Social Responsibility). Ranging from least to most complex, this axis represents a continuum from Basic Applied skills to the Core Power Standards in reading, math, and science to Grade Expectations in reading, math, and science at the alternate achievement level. The horizontal axis (Cultural Complexity) represents a continuum of settings and contexts in which learning opportunities occur, from least inclusive to most inclusive. The intersection of the two axes in the TCVT determines the value level (Level 1 - Level 4) assigned to the learning opportunity with respect to meeting the academic expectations of the designated grade cluster. This TCVT value corresponds to one of the four levels on the scoring rubric. TC is determined by a summative review of the following sources of information:

- the referenced goal/objective and present levels of performance (PLOP) in the IEP
- the Observable/Measurable Behavior and settings in the REP form
- the Baseline Analysis/Interpretation section of the Documentation of Progress (DOP) form
- the annotated data samples
- the designated grade clusters descriptions in the AGEs**

*Note: *Common Access Skills are not explicitly included in the academic complexity continuum because they do not represent learning standards in and of themselves. For students working on these skills, teams should consider the most immediate application or intention underlying this instruction so it can be located on the continuum.*

**Note*: For this year, if the evidence matches the AGE grade cluster, the portfolio automatically receives a Level 3 score or better for the Task Challenge element.*

⇨ ● Refer to the scoring rubric and mark Task Challenge (TC) accordingly.

ii) *Development of Skills (SK):*
Definition: *The extent to which the student demonstrates continuous progress by acquiring new skills, extending previous skills, or sustaining skills under special circumstances across the entire school year.*

This element requires scorers to find documentation of both the extent of the school year in which data was collected *and* evidence of student learning. There are 3 designated data collection periods.

- Baseline = Aug 15- Oct 31
- Midline = Nov 1-Mar 31
- Endline = April 1-June1

You will find evidence of systematic data collection across the school year in the DOP form. This form should identify the specific data samples referenced in the related section of the Analysis/ Interpretation of Student Performance. Check to be sure that there are actual data samples submitted for each of the spans indicated. In each case, the date of the sample referred to on the DOP form should match the annotation of the actual data sample.

Note: *In the case that the narrative letter describes a student as having moved in after the first or second data span, give the portfolio credit for all three spans. The portfolio will be credited at Level 3 if there are at least four data samples spanning the time from when the student moved in through the end of the year.*

Use the Analysis/Interpretation of Student Performance section of the DOP form and the annotated data samples in the body of the portfolio to determine the Development of Skills for the student. It may be useful to return to the description of the Observable /Measurable Behavior on the REP form to confirm what changes in student skills/behavior are anticipated. Mid-line and end-line data samples should be clearly linked to baseline data samples. It is important that the specific data submitted be representative of the larger body of student performance and that those samples be *analyzed* in relation to one another. Effective analysis/ interpretation of the student data allows teams to make informed decisions to adjust/extend the program's instruction to improve student achievement. Progress is convincing when the related samples clearly evidence the benefit to the student as a result of that adjustment/extension of instruction.

- Baseline analysis should briefly describe the student skills and challenges with respect to the selected assessment outcome at the beginning of the year.

NOTE: The intentions of the instruction should be described here if it is not explicit in the IEP goal.

- Midline analysis should briefly describe student progress in relationship to baseline and/or adjustment to programming (including LOS, attempts to generalize, etc.)

- Endline analysis should clearly describe student skill development specific to the learning outcome and year end status with respect to level of support, maintenance, and generalization. Student progress/lack of progress should be clarified here.

In addition to the required analysis there may be an AT-A-GLANCE SUMMARY that further substantiates student progress. The summary (graph, chart, rubric) must be clear and concise, include data from all three collection periods, and corroborate the information in the analysis/interpretation. Student progress may be determined in any of the following ways:

- *Acquisition of New Skills* - The student demonstrates new or higher level skills that have not been evident before. For example, the student moves from single digit to two digit basic computation.

- *Clustering of Related Skills* - The student works on distinct but related skill sets across the year. For example, a student working toward learning outcome P:7 "Uses tools to measure effectively" might learn to tell time to the ½ hour, then move on to correctly sequencing the days of the week, and finally using the calendar for planning a schedule.

- *Slowing of progressive decline under adverse conditions due to uncontrollable physical or cognitive factors* - Some students who are eligible to participate in the PAAGE, primarily students with degenerative disabilities or health impairments, may actually demonstrate 'progress' by "standing still" or regressing as slowly as possible. In these cases, maintenance related to quality of life indicators may be the most appropriate progress measure. Documentation of the adverse circumstances (letter to scorers, IEP meeting notes, etc.) is necessary to substantiate the benefit of the program to the student.

Note*: Learning outcomes for which the student shows some initial or sporadic progress followed by a prolonged regression that wipes away the entirety of the gain cannot generally be awarded for Development of Skills (unless there is an explanatory note, and the regression is caused by uncontrollable external factors).*

*There may be some statement or indication of progress in the narrative letter and/or the progress review section of the IEP; however, progress **must** be found in the actual data samples **and** explicitly described in the Analysis /Interpretation of Student Performance to be awarded. Valid primary and secondary data samples are defined on the REP form. Student work samples or observations of student performance that include the date of the collection/observation, the name or initials of the rater/observer, the context, the level of support, and (in some instances) the duration of the activity are not only best practice*

recommendations for all data samples but also extremely valuable to scorers in their evaluation of the scoring elements.

⇨ ● Refer to the scoring rubric and mark Development of Skills (SK) accordingly.

iv) *Fluency/Level of Support (FLS)*:
Definition: *The extent to which the student demonstrates proficiency by performing the target skill(s) with increasing automaticity and independence.*

This scoring element is intended to assess the student's progress *toward* independent performance and can be interpreted through a number of sources of evidence:
- Imbedded in the IEP goal/objective
- Written explicitly into the Analysis/Interpretation of Student Performance section of the DOP
- Indicated directly on the data samples themselves.
- Visually demonstrated in an AT-A-GLANCE SUMMARY. Check the AT-A-GLANCE SUMMARY box at the bottom of the REP form to determine if one has been included in the portfolio.

It is not necessary to have F/LS demonstrated in all areas nor is it necessary to have a continuous reduction in support distributed equally across the school year. *Any* reduction in the level of support toward automaticity, at any point in the year, reflects movement across the rubric. Examples of possible reductions in support:
- External to internal
- Physical to verbal to natural
- Less physical structure
- Reduction in number of consistent prompts

Note: *This element does not include the consistent use of supports such as wheelchairs, hearing aids, eyeglasses, mechanical braces, or other devices that are regarded as a permanent feature of the student's life. However, the student's increasing personal capacity to control or manipulate these supports can certainly be considered.*

⇨ ● Refer to the scoring rubric and mark Fluency/Level of Support accordingly.

v) *Maintenance (M):*
Definition: *The extent to which the student demonstrates proficiency by performing the target skill(s) with consistency over time, after direct instruction has ended.*

Maintenance indicates that a skill, that is first demonstrated and then maintained over a period of time, is performed by the student more than a few times, *toward* a level of consistency. "Period of time" and "level of consistency" are contextual and subject to scorer judgment. "After direct instruction has ended" can be interpreted as the end of a particular stage/step of instruction or level of development and does not necessarily mean that all instruction in the skill area has ended. The student's movement toward increasing consistency in skill demonstration can be found in:
- the Midline and Endline portions of Analysis/Interpretation of Student Performance section of the DOP form
- an AT-A-GLANCE SUMMARY

- the actual data samples, if there are a sufficient number of occurrences

⇨ ● Refer to the scoring rubric and mark Maintenance (M) accordingly.

vi) *Generalization (G)*:
Definition: *The extent to which the student demonstrates proficiency by performing the target skill(s) in an ever increasing variety of setting, situations, and/or applications to multiple observer/raters.*

Generalization refers to the student's capacity to perform the target skill in a variety of circumstances, including raters, settings, situations, and applications. It is distinct from the cultural continuum in Task Challenge in that it evaluates actual skill *performance* rather than the presentation of different *opportunities* to learn. This element may be indicated in the IEP goal/objective and should be stated in the EVALUATION PROCEDURES section of the REP form; however, these statements of *intended* generalization are not sufficient by themselves to make a judgment. Generalization must be further substantiated in the body of the portfolio:

- in the ANALYSIS/ INTERPRETATION section of the DOP form
 or
- in the annotations of the data samples themselves.

Keep in mind that generalization can be demonstrated in a variety of ways by changing either settings, situations or applications (e.g. spelling/giving meaning of isolated words on a quiz vs. using them correctly in context on a writing sample- same classroom setting, different application).

Note: *Look for two data collectors/raters, not just casual observers. The collectors must be individuals who are actually keeping data. The collectors cannot be peers or other people who are part of the situation unless they are specifically instructed in the evaluation procedure and the resulting data collection.*

⇨ ● Refer to the scoring rubric and mark Generalization (G) accordingly.

Step 4 & 5 - Scoring the Remaining Learning Outcomes
This process will be repeated for the two remaining content areas- Problem Solving and Inquiry

Step 6 - Post Scoring Questions
Finally, locate the Post-Scoring Questions at the bottom of the score sheet. Consider the most appropriate response for the first question.

Question 1- In order to determine "the appropriateness of the team's assessment choice," you must consider this definition of students who are eligible to take the PAAGE:

These students, who represent up to 1% of students assessed as proficient at the state level, have a combination of cognitive, motor, and sensory issues that effectively prevent their meaningful participation in the general statewide assessments. It is important for teams to remember that the alternate assessment is intended only for those students with multiple complex disabilities

working on the Alternate Grade Expectations. Typically, those students exhibit some combination of the following:

- Multiple complex disabilities
- Limited Communication
- Other Disabling Conditions
- Very Low Levels of Academic Achievement
- Need for Highly Specialized Instruction
- Extensive and Long term Levels of Support
- Within the category of <1% of Tested students

Note: *The Alternate Assessment Coordinators have reviewed the Documentation of Eligibility and the student plan only. After a comprehensive examination of the actual portfolio, scorers are auditing the appropriateness of the team's assessment choice for AYP.*

Consider the most appropriate response for the second question.

Question 2- Scorers can identify portfolios that may be copied and used for training/calibration pieces in the future. These portfolios must be succinct and transferable to black and white copy. Scoring elements are either clearly illustrated or clearly inadequate.

⇨ ● Mark each question accordingly on the score sheet.

Step 7 - Check your work!

Before you return the portfolio to the box, please check the following:
1. Your scorer ID # is on the designated envelope label.
2. Your scorer ID # is on the score sheet.
3. All scoring elements are bubbled in.
4. Both post-scoring questions are bubbled in.
5. The score sheet is placed in the basket at the center of the table.
6. The portfolio is put back in the envelope in the way it was received and is placed behind the stick in your box.
7. On to the next portfolio!!

Good job!

Note: Remember, you are an independent scorer. Trust yourself and be decisive. If you are on the fence about a detail but you have a good feeling about the program and its value to the student, please give the benefit of the doubt. While the Alternate Assessment Program makes every effort to establish very clear scoring rules, relatively minor details should not disprove the good work that IEP teams are doing. This is a transition year for the PAAGE. Please keep that in mind as you score. Ask your table leader for help when you really need it.